

# **WHAT WE ARE TRYING TO ACCOMPLISH**

- Learn how to develop subordinates according to the dimensions that define effective leadership
- Improve skills for using the observe, assess, coach, counsel model
- Outline a company-level policy for leadership development
- Inspire ourselves to become committed to leader development

# **HOW WE ARE GOING TO ACCOMPLISH IT**

- Combine assessments of multiple real observations, and determine overall strengths and weaknesses, potential causes, and potential developmental actions
- Discuss the essential features of a unit leadership development program and then outline policies for one

# TERMINAL LEARNING OBJECTIVE

- **TASK:** Outline leadership development policies for a company-sized unit.
- **CONDITION:** As a company-level leader given instruction about leadership doctrine, small group discussions, and practical exercises.
- **STANDARD:** While serving as a company-level leader, the soldier completed a leadership task per the guidance outlined in FM 22-100.

# **HOW YOU WILL BE EVALUATED**

- Developing an assessment summary combining all observations to determine overall strengths and weaknesses, potential causes, and potential developmental actions (30% of overall grade)
- Developing a Company-level Leader Development Policy (70% of overall grade)

# ***THE LEADER***

**of Character and Competence ACTS...**

**VALUES**

**“Be”**

**“Do”**

**ATTRIBUTES**

**SKILLS**  
**“Know”**

**ACTIONS**

***to Achieve Excellence***

**Loyalty**

**Duty**

**Respect**

**Selfless  
Service**

**Honor**

**Integrity**

**Personal Courage**

**Mental**

**Physical**

**Emotional**

**Interpersonal**

**Conceptual  
Operating**

**Technical  
Improving**

**Tactical**

**Influencing**

# Army Values

**Loyalty**: Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other soldiers.

**Duty**: Fulfill your obligations.

**Respect**: Treat people as they should be treated.

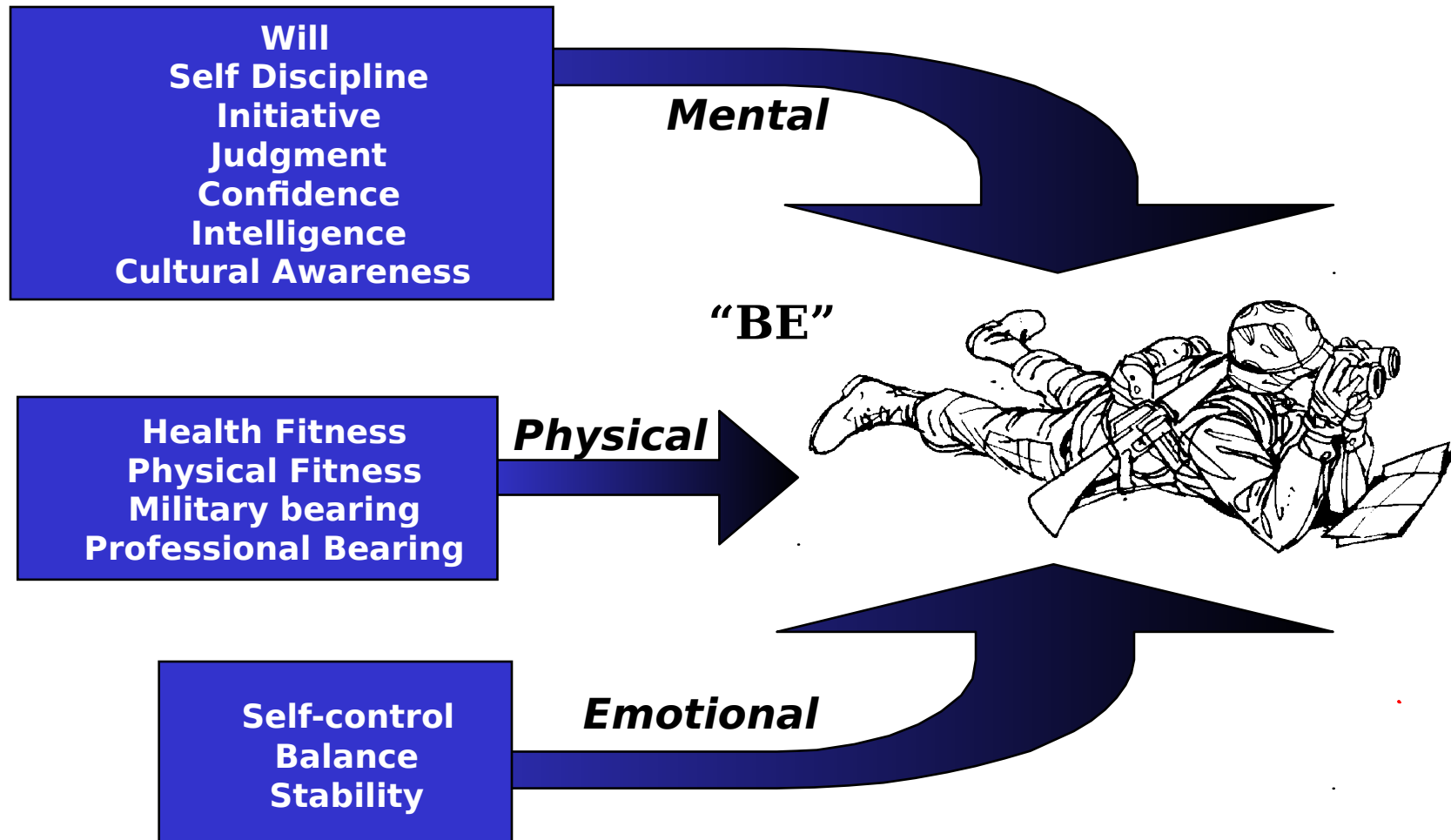
**Selfless Service**: Put the welfare of the nation, the Army, and your subordinates before your own.

**Honor**: Live up to all the Army values.

**Integrity**: Do what's right, legally and morally.

**Personal Courage**: Face fear, danger, or adversity (Physical or Moral)

# Attributes



# **CULTURAL AWARENESS**

- Mental attribute of a leader
- Leaders should focus on the similarities and differences between individuals
- Leaders need to make use of the different talents individuals with different backgrounds bring to the team



# Skills

“KNOW”

Interpersonal

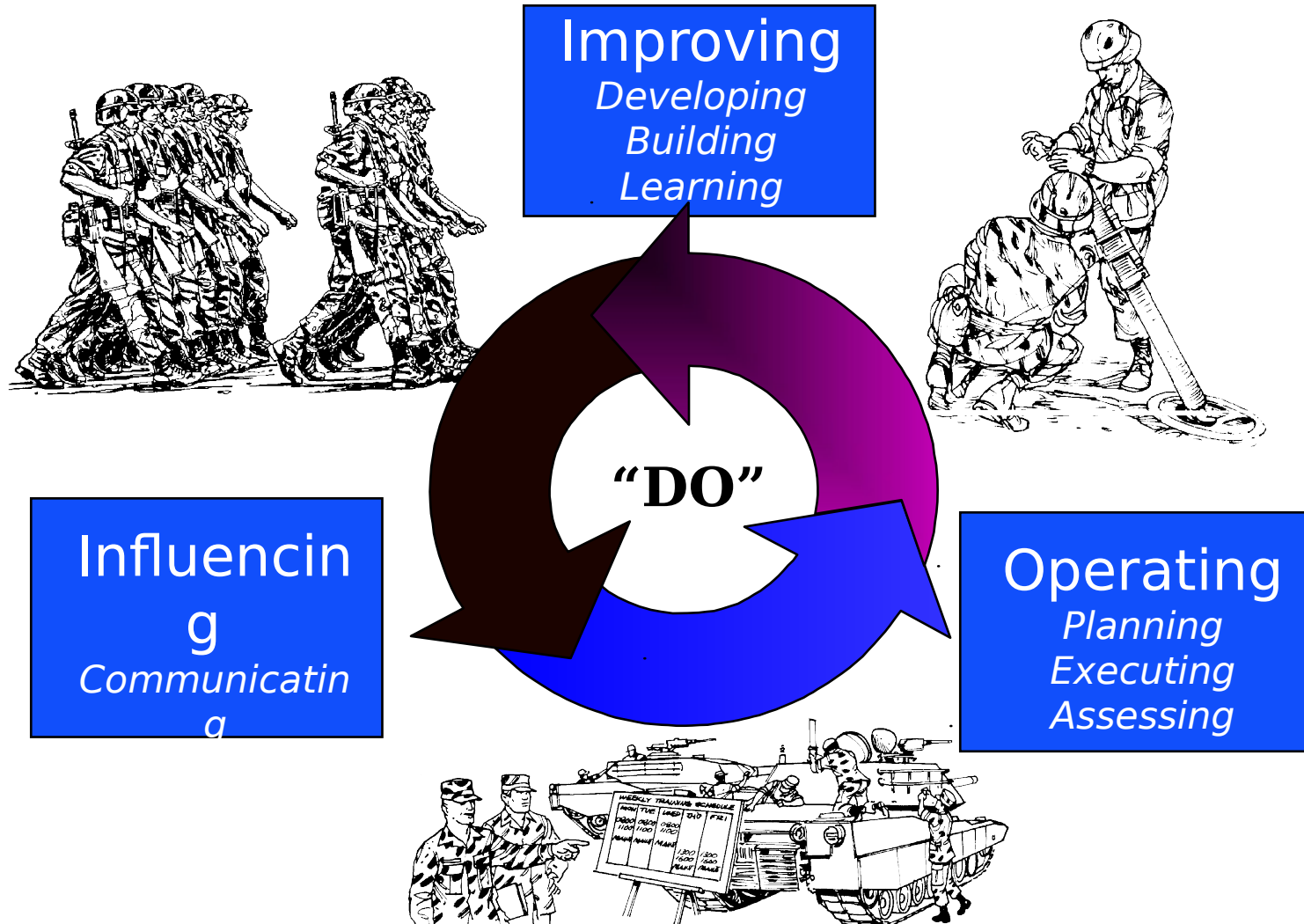
Technical

Conceptual

Tactical



# Leader Actions



# LEADERSHIP CORE DIMENSIONS

*Leaders of Character and Competence*

*Act to achieve Excellence by providing purpose, direction, and motivation.*

VALUES	ATTRIBUTES	SKILLS <sup>4</sup>	ACTIONS		
"Be"	"Be"	"Know"	"Do"		
Loyalty	Mental <sup>1</sup>	Interpersonal	Influencing	Operating	Improving
Duty	Physical <sup>2</sup>	Conceptual	Communicating	Planning	Developing
Respect			Decision Making	Executing	Building
Selfless Service	Emotional <sup>3</sup>	Technical	Motivating	Assessing	Learning
Honor					
Integrity					
Respect		Tactical			

- 1 The mental attributes are will, self-discipline, initiative, judgment, confidence, intelligence, and cultural awareness.
- 2 The physical attributes are health fitness, physical fitness, military bearing, and professional bearing.
- 3 The emotional attributes are self-control, balance, and stability.
- 4 The required interpersonal, conceptual, technical skills, and resulting tactical skills are different for the direct, organizational, and strategic leaders.

# TRANSLATING DIMENSIONS TO OBSERVATIONS

(+)

(-)

## VALUES (INTEGRITY)

HE'S TRUTHFUL, EVEN IF IN TROUBLE    HE LIES UNDER PRESSURE

## ATTRIBUTES (MIL BEARING)

APPEARANCE ALONE INSPIRES    BAD UNIFORM, NO ENERGY

## SKILLS (TECHNICAL)

STICKS TO AND USES TLPS    CAN'T LAY HIS MORTAR

## ACTIONS (DEVELOPING)

WENT TO COLLEGE CLASSES    BLEW OFF THE HOMEWORK

# **LEADERSHIP DIMENSIONS IN** **THE MOTOR POOL**

Absent any other guidance and on his own initiative, one of your platoon leaders, 1LT Monte, presented you with a request to do a much needed maintenance inspection for his platoon. He wanted all assigned company TO&E equipment laid out for an inspection, vehicle and commo mechanics present, and the squad leaders leading the conduct of each step in the training manual, step-by-step. You approved the inspection, scheduled it, and resourced it.

Five weeks later, you observed the maintenance inspection being conducted. The vehicles were getting the close attention they needed. You could hear 1LT Monte and the platoon sergeant quizzing and then coaching the squad leaders about the special checks needed to ensure equipment serviceability. \_

# DEVELOPING LEADERS

**Mentoring** is the proactive development of each subordinate through observing, assessing, *coaching, teaching, counseling*, and evaluation; which results in people being treated with fairness and equal opportunity. Mentoring is an inclusive process (not an exclusive one) for everyone under a leader's charge.

- **Coaching** involves a leader providing information as a result of an assessment or observation and represents an effective and positive way to develop subordinates
- **Teaching** is the process of giving knowledge or providing skills to others, causing them to learn by way of example or experience
- **Counseling** is the subordinate-centered communication that produces a plan outlining actions necessary for subordinates to achieve individual and/or organizational goals

# **OBSERVATIONS**

- All acts (verbal and nonverbal), appearances, and actions are valid opportunities for assessment
- Ensure observations are complete
- Observations must be objective

# **CLASSIFY** **BEHAVIORS**

- Use all written, verbal, and nonverbal information
- Use leadership dimension definitions and associated behaviors
- Though a behavior may fit more than one dimension, list it under the most appropriate one (“best fit”)



# **RATING BEHAVIORS**

**E** *EXCELLENT.* EXCEEDS REQUIREMENTS  
FOR SUCCESSFUL TASK ACCOMPLISHMENT.

**S** *SATISFACTORY.* MEETS REQUIREMENTS  
FOR SUCCESSFUL TASK ACCOMPLISHMENT.

**NI** *NEEDS IMPROVEMENT.* DOES NOT  
MEET REQUIREMENTS FOR SUCCESSFUL  
TASK ACCOMPLISHMENT.

# **PROVIDING FEEDBACK**

- Behavior oriented - not personally oriented
- Shouldn't always be negative
- Don't wait for a scheduled counseling session
- Immediate

# **DEVELOP AN** **ASSESSMENT SUMMARY**

- Use the Developmental Counseling Form or Junior Officer Developmental Support Form (JODSF); attach applicable assessment reports
- Summarize the ratings, by dimension
- Identify overall strengths and weaknesses
- Identify potential cause(s) for weaknesses
- Identify potential action(s) to maintain strengths and address areas that require improvement

# **OER SUPPORT FORM**

## **COUNSELING**

### **REQUIREMENTS**

- Rater:
    - Initial 30 day counseling session
    - Periodic follow-up performance counseling to make needed adjustments to objectives
  - Senior Rater:
    - Must initial after each periodic follow-up counseling session
- \* Raters are required to articulate developmental counseling responsibilities as a performance objective on their 67-9-1

# **JODSF COUNSELING** **REQUIREMENTS**

- Supplements the OER support form requirements; both are needed for WO1 and LTs
- Requires an initial counseling (within the first 30 days) and follow-up quarterly developmental counseling
- Supervisor and rated officer formulate a set of developmental task - each task must be tied to a specific leader action and to one or more performance objectives on the officer's OER Support Form.

# JUNIOR OFFICER DEVELOPMENTAL SUPPORT FORM- FRONT SIDE: PARTS 1 & 2

## PART I. INSTRUCTIONS

## ***INITIAL COUNSELING***

## ***FOLLOW-UP COUNSELINGS***

## PART II. CHARACTER- LEADER VALUES, ATTRIBUTES, SKILLS

1. <b>HONOR:</b> Identifies with public code of Army values (honor)		5. <b>RESPECT:</b> Promotes dignity, consideration, fairness, & EO	
2. <b>INTEGRITY:</b> Possesses sound moral values; honest in word and deed		6. <b>SELFLESS-SERVICE:</b> Places Army priorities before self	
3. <b>COURAGE:</b> Manifests physical and moral bravery		7. <b>DUTY:</b> Fulfills professional, legal, and moral obligations	
4. <b>LOYALTY:</b> Bears true faith and allegiance to the U.S. Constitution, the ARMY, the unit, and the soldier			
<b>ATTRIBUTES</b> Fundamental qualities and characteristics	<b>MENTAL</b> Possesses desire, will, initiative, and discipline	<b>PHYSICAL</b> Maintains appropriate level of physical fitness and military bearing	<b>EMOTIONAL</b> Displays self-control; calm under pressure
<b>SKILLS (Competence)</b> Skill development is self-development prerequisite to action	<b>CONCEPTUAL</b> Demonstrates sound judgment, critical / creative thinking, moral reasoning	<b>INTERPERSONAL</b> Shows skill with people: coaching, teaching, counseling, motivating and empowering	<b>TECHNICAL</b> Possesses the necessary expertise to accomplish all tasks and functions
	<b>TACTICAL</b> Demonstrates proficiency in required professional knowledge, judgment, and warfighting		

# DISCUSS

# LEADER CHARACTER

- Rater expectations
- Rated officer input
- Relate to duties

[illegible]

# JUNIOR OFFICER DEVELOPMENTAL SUPPORT FORM- PART III

## PART III. DEVELOPMENTAL ACTION PLAN

PART III - DEVELOPMENTAL ACTION PLAN Development tasks that target major performance objectives on the DA Form 57-22-100, PART THREE)

### INFLUENCING Communicating, Decision Making, Motivating

**COMMUNICATING** Articulates written and oral ideas/concepts clearly and concisely. Message received equals message sent. Displays effective listening skills.

(1) Provide an oral OPORD brief to CO/XO during FTX in April.

**DECISION MAKING** Reaches sound, logical decisions based on analysis/synthesis of information, and uses sound judgment to choose appropriate alternative(s).

(7) Facilitate a discussion on the ethical decision making during June OPD.

**MOTIVATING** Inspires, motivates, and guides others towards mission accomplishment. Sets the example by being in excellent physical / mental condition and consistently displaying proper military bearing.

(3,6) Lead Platoon PT every Monday in April- set the example!

From Support Form:  
(1) Ensure the Plt is  
combat ready for  
NTC

**Target performance objectives on Support Form**  
**At least one developmental task per leader act**  
**Tasks should be specific, measurable, and ach**

# JUNIOR OFFICER DEVELOPMENTAL SUPPORT FORM- PARTS IV A


## PART IV.

PART IV - VERIFICATION: Rater initials: \_\_\_\_\_ Rated officer initials: \_\_\_\_\_ Date: \_\_\_\_\_ senior rater initials: \_\_\_\_\_

## PART V. DEVELOPMENTAL ASSESSMENT

PART V - THE DEVELOPMENTAL ASSESSMENT RECORD: Summary of key points made during follow-up counselings. Highlight progress and strengths observed as well as developmental needs across values, attributes, skills, and actions.

1st Assessment	Key Points
<b>participative</b>	<b>candid</b>
<b>constructive</b>	<b>positive</b>
<b><u>NOT A RATING!!</u></b>	
Rated officer initials: _____	Rater initials: _____ Date: _____



### Summary of key points

- discussion of values, attributes, skills
- progress on developmental tasks and focus
- noted strengths
- further needs for focus/improvement
- rater/rated officer initials and date of counseling



# **MAJOR PERFORMANCE OBJECTIVE CHECKLIST**

IS THE PERFORMANCE OBJECTIVE:

- Supportive of unit goals?
- Relevant to an important aspect of the duty position?
- Measurable with qualitative or quantitative criteria?
- Results oriented and achievable?
- Specific and clearly worded?
- Set in a reasonable time?
- Supported by authority and resources?
- Backed by an action plan?

# **NCOER COUNSELING** **CHECKLIST/RECORD**

- Goal of counseling:
  - Set NCOs up for success
  - Look forward; don't dwell on the past
- Performance counseling:
  - Initial within first 30 days
  - Atleast quarterly thereafter
- Mandatory for CPL and SFC and is optional for counseling other senior NCOs
- A working copy of the NCOER must be utilized also

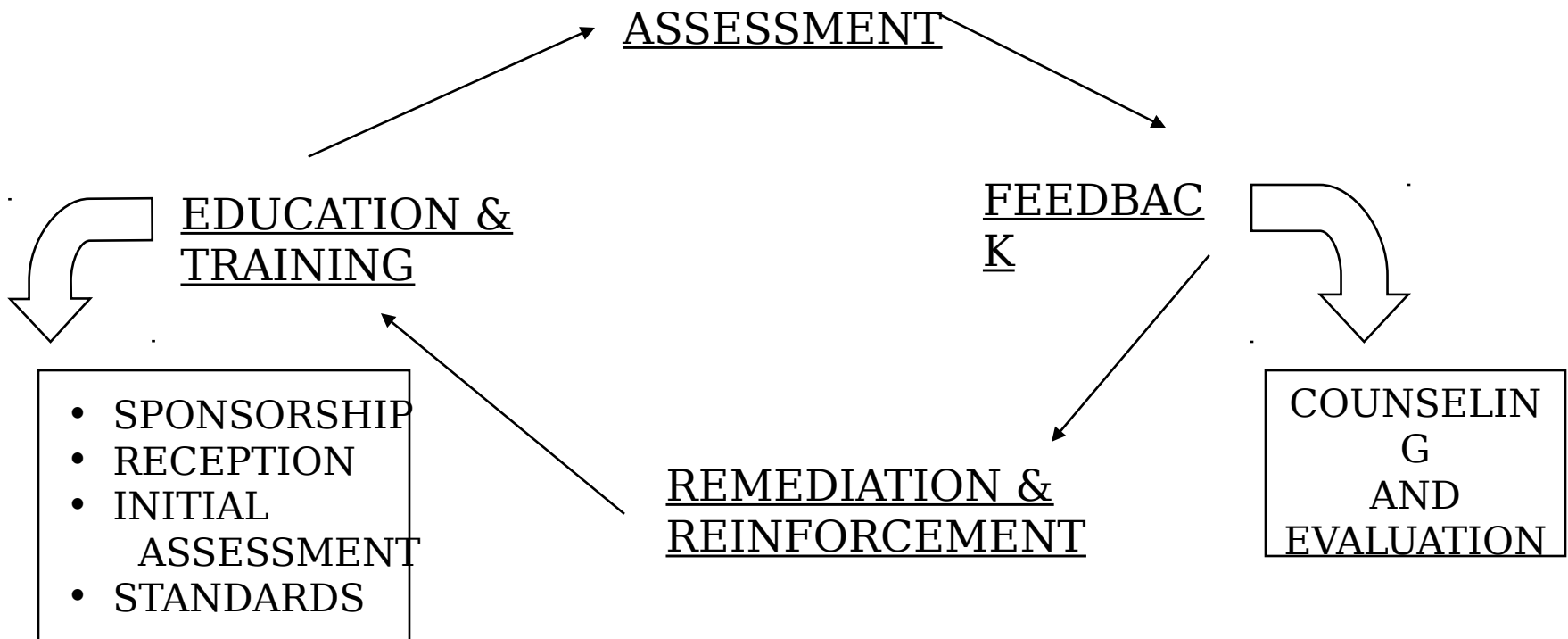
# **SESSION 1, SUMMARY**

- Why is subordinate development such an important leader responsibility and who benefits?
- What do the 23 core leadership dimensions have to do with leadership development?
- How do we go about developing our subordinates to achieve their full leadership potential?

# **LEADER DEVELOPMENT** **RESPONSIBILITIES IN** **OPERATIONAL** **ASSIGNMENTS**

- Provide subordinate leaders opportunity, guidance, example, inspiration
- Provide initial assessment
- Develop an assignment plan
- Set clear organization and individual standards
- Assess, provide feedback, and assist individuals in planning developmental action plans
- Provide counseling, evaluation, progressive and sequential assignments
- Provide METL based leader training

# LEADER DEVELOPMENT PROCESS



# **SAMPLE FORMAT**

## **COMPANY LEADERSHIP**

### **DEVELOPMENT PROGRAM**

- GOALS, INTENT, OR OBJECTIVES that provide direction
- LEADER ROLES AND RESPONSIBILITIES that clarify expectations of subordinates, and enable them to apply their initiative to the development of subordinates
- OTHER PLANNED ACTIVITIES THAT SUPPORT THE PROGRAM
- MEANS TO MEASURE & SUSTAIN its effectiveness

# **SPECIFIC POLICIES FOR DEVELOPMENT**

- Personnel Assignment and Utilization
- Training and Developing Leaders
- Schooling and Special Skills Training
- Leadership Assessment, Performance Counseling, Developmental Action Planning
- Special Actions